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ABSTRACT

In response to P.L. 94-142 (Education for All Handicapped Children Act), the paper provides a suggested system for developing job descriptions and career ladders and lattices for paraprofessionals working with the handicapped with particular emphasis for those working with the severely/profoundly handicapped and in mainstreaming programs. Explained in initial sections are the mandates of P.L. 94-142; the process of task analysis; and the duties and qualifications of instructors, instructional aides, and day care training program assistants. Sample task analysis charts for paraprofessionals working with severely/profoundly handicapped children and paraprofessionals working in mainstream classrooms include information (such as conditions, criteria, and primary skills) relating to activities which include gross motor development and self care. A sample career ladder outlines job descriptions for positions from Special Education Assistant to Special Education Teacher. A final section includes a career ladder design which illustrates a broad range of employment, training, and mobility opportunities. (SBH)

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Task Analysis for Para- professionals Working With Severely/Profoundly Handi- capped Children and in "Mainstream" Classrooms and Career Ladders and Lattices for Paraprofessionals in Special Education

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The papers in the series are: 1) The Paraprofessional Movement in Special Education: Historical Perspective (A Review of the Literature), 2) Training of Paraprofessionals in Special Education: A Selected Bibliography, 3) Task Analysis for Paraprofessionals Working with Severely/Profoundly Handicapped Children and in "Mainstream" classrooms, 4) The Training and Utilization of Paraprofessionals in Special Education, 1977; Survey Results and Descriptions of Training Programs. They may be obtained from: The New Careers Training Laboratory, Center for Advanced Study in Education, Graduate School and University Center, City University of New York, 184 Fifth Avenue, New York, New York 10010.

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Alan Gartner
Project Director

The material contained in these papers does not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement of the U.S.O.E. should be inferred.

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Task Analysis for Paraprofessionals Working with
Severely/Profoundly Handicapped Children
and in "Mainstream" Classrooms

I Introduction

The passage of PL 94-142 has had a major impact on personnel development. LEAs, SEAs, and IHEs (even though the latter are not specifically mentioned in the law) must work together to develop a personnel plan that will meet the mandates of determining what personnel is needed, how this personnel will be recruited, and how the personnel will be adequately trained to meet the mandates.

In recognition of the mandates of PL 94-142, the Bureau of the Education for the Handicapped, USOE, (BEH) set as two of its several priorities for 1976-1977 the development of programs to train a) educational personnel to serve the severely and multiply handicapped and b) the preparation of personnel in regular education programs to serve handicapped students who are mainstreamed in regular classrooms.

The training of personnel to meet these two priorities must be tied into determining the competencies they will require, who they will be and the roles they will play.

The purpose of developing this paper is to provide a suggested system that LEAs and SEAs might utilize to develop job descriptions and career ladders and lattices for paraprofessionals working with the handicapped with particular emphasis for those working with

the severely/profoundly handicapped and in mainstreaming programs.

A further analysis of these tasks and roles could also serve to suggest appropriate kinds of pre- and inservice training programs.

Severely/Profoundly Handicapped

Nowhere has PL 94-142 had greater impact than on programs for children who are severely or multiply handicapped. The roles of the classroom teacher, teacher assistants and ancillary staff is changing radically. In a report on "Staff Integration for Services to the Severely Handicapped", Turton and Smith (1976) found that the aide is often conceptualized as the primary service agent with the teacher as supervisor and the support staff as consultants.

This paper does not deal on an indepth basis with the changing roles of the classroom teacher, yet it is impossible to talk about job descriptions, career ladders and training programs for paraprofessionals working with the severely/profoundly handicapped without at least outlining briefly some of the new roles developing for teaching personnel.

Some of those new roles are: a) assessors of children's functioning level, b) collectors and interpreters of data, c) participants in the preparation of the individual education plan (IEP) required for each child in PL 94-142, d) designers of the program to fulfill the requirements of the IEP, e) classroom manager to implement the program through and with paraprofessionals and other support personnel, f) and finally, involvers of parents directly in all aspects of the child's training.

II Task Analysis

One approach to developing personnel needs, job descriptions, career ladders and training needs is the task analysis.

The New Careers Training Laboratory (NCTL) approach to task analysis begins with a "look" at work as it is actually being performed by paraprofessionals.* As activities are isolated and identified, they are grouped into job categories.

Each activity is then analyzed to determine:

- the conditions under which it is performed + where and how;
- the criteria for determining how well the activity is performed;
- the primary or essential skills needed to perform the activity;
- the secondary skills (supportive but not essential) involved; and
- desired qualities or personality attributes needed for the task.

In order to develop a sample task analysis for paraprofessionals two on site visits to observe paraprofessionals at work were made. Sample job descriptions, curriculum designs and other related materials were collected during each visit to facilitate the process of identifying tasks.

*A full description is contained in Vivian C. Jackson, Task Analysis, New Careers Training Laboratory, 1971.

The two sites visited were: The Mansfield State Training School in Connecticut - a residential facility, and the Highpoint School for children with special needs in Ann Arbor, Michigan, a day school operated by the Washtenaw Intermediate School District.

In Michigan, one of the staffing patterns being utilized for personnel working with the severely/profoundly handicapped is the following:

Instructors

(1) Duties

- (a) Is responsible for the instructional program for the severely mentally impaired students (to a maximum of 24) assigned to him and shall implement the plan of the Educational Planning Committee.
- (b) Coordinate the activities of the instructional aides, day care training program assistants and other staff working with the students assigned to the instructor.
- (c) Cooperatively plan and develop teaching strategies with other day care training program staff.
- (d) Maintain a systematic method of home-school liaison.

(2) Qualifications

- (a) Shall meet certification and approval competencies for a teacher of the mentally handicapped

Instructional Aides

(1) Duties

- (a) Instructional aides work under the supervision of the instructor and assist in carrying out the daily training programs for a group (not to exceed six) of severely mentally impaired children.

(2) Qualifications

(a) Alternative 1

1. High school graduation or equivalent.
2. A minimum of two years of successful work as a day care training program assistant in a day care training program or equivalent experience.
3. Recommendation of an administrator who has supervised this individual's work within a day care training program or equivalent position for at least one year.

4. Possess emotional stability, stamina necessary for duties, understanding of and interest in the needs of the severely retarded child.
5. Demonstrated ability to work creatively with retarded children.

(b) Alternative 2

1. High school graduate or equivalent.
2. Advanced training in a community college or degree granting institution whose instructional aide training program has been approved by the Department of Education.
3. Possess emotional stability, stamina necessary for duties, understanding of and interest in the needs of the retarded child.
4. Demonstrated ability to work creatively with retarded children.

Day Care Training Program Assistants

(a) Duties

- (1) Assist instructors and instructional aides in toileting, feeding, lifting, etc.
- (2) Assist instructors and instructional aides in providing individualized care and attention to those students whose needs demand it.

(b) Qualifications

- (1) Minimum age of 16
- (2) Physically capable of lifting and maneuvering dependent children.
- (3) Possession of emotional stability, sensitivity to and interest in the needs of the severely mentally impaired child.
- (4) Completion of two weeks of preservice experience in a day care training program.

This staffing pattern and others being developed elsewhere call attention to the great need that exists to train both teachers and paraprofessionals for new roles and relationships. In addition it takes into account the changing roles of paraprofessionals as integral members of the team planning for and implementing educational programs for the severely and profoundly handicapped.

The following sample task analysis for paraprofessionals working with the severely handicapped is presented as one system that might be used to plan job descriptions, role models, career ladders and training models for paraprofessionals in this rapidly developing area of special education.

It is followed by a sample task analysis for teachers and paraprofessionals working in mainstream programs with handicapped children.

SAMPLE TASK ANALYSIS CHARTS
FOR PARAPROFESSIONALS
WORKING WITH
SEVERELY/PROFOUNDLY
HANDICAPPED CHILDREN

Task Analysis Sheet - Paraprofessionals Working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
Assists students in developing ability to feed self.	<u>Where:</u> Appropriate place (table; dividers; distractors removed).	Ability to prepare appropriate environment.	Patience warmth
	<u>How:</u> 1. Prepare for feeding situation.	Knowledge of separate actions required by child in order to feed self.	
	2. Have food on table or desk with spoon beside it.	Ability to enforce systematic approach to feeding process.	
	3. Orient child to food.	Ability to deal with maladaptive behaviors.	
	4. Assist child in handling eating equipment (spoon).	Ability to handle emergency first aid if choking occurs.	
	5. Assist child in scooping food onto spoon.	<u>Secondary Skills</u>	
	6. Assist child in delivering food to mouth.		
	7. Encourage chewing swallowing using appropriate techniques.		
	8. Encourage child to handle activity him/herself.		
	9. Provide praise and reinforcement each step of the way.		

Task Analysis Sheet - Paraprofessionals working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
16	10. If undesired behavior occurs, remove food and spoon for short interval. 11. Return food and begin process anew. 12. Record necessary data for charting.	<u>Secondary Skills</u>	17

Task Analysis Sheet - Paraprofessionals working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
Assists student in developing ability to dress and undress.	<u>Where:</u> in classroom <u>How:</u> 1. Limit activity to outer garments/shoes until finer coordination and dexterity develops. 2. Place garments at seat as if they had been left there when removed. 3. Seat child in upright position. 4. Focus attention on one place (right arm-hole, right shoe, etc.) at a time. 5. Assist and demonstrate as needed. 6. Provide reinforcement and praise.	Ability to determine readiness for activity. Ability to organize activity and follow programmed sequencing. Ability to assist child in focusing, distinguishing left from right, front from back, etc. Ability to demonstrate appropriately. Ability to provide praise and reinforcement. <u>Secondary Skills</u> Ability to develop/design visual aids.	

Task Analysis Sheet - Paraprofessionals Working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
Assists child in developing head, trunk, and extremity control necessary for sitting.	<u>Where:</u> Appropriate environment - where child will not be hurt by falling. <u>How:</u> 1. Place the child in an upright sitting position for 10 to 30 minutes three times a day. 2. Pull the child up from a supine to sitting position 15 times, 3 times daily. 3. Place child on a firm, safe surface for at least 30 minutes per day - encourage crawling by placing bright objects just beyond child's reach. 4. When child is in a sitting position, encourage him to tilt from side to side and extend arms to catch himself. 5. Maintain daily record noting child's progress particularly the lessening of the degree of head lag.	Knowledge of body structure and skills needed to control head, trunk and extremities for sitting. Ability to carry child and place him in correct position for learning behavior. Ability to encourage responsive behavior. Ability to maintain appropriate safety conditions. Ability to keep daily record of progress. <u>Secondary Skills</u>	

Task Analysis Sheet - Paraprofessionals Working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
	6. Provide encouragement and reinforcement.		
22			23

Task Analysis Sheet - Paraprofessionals Working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
Organizes activities to maximize interaction, playing together, and helping each other.	<u>Where:</u> Area set aside for play.	Knowledge of value of play, interaction, and mutual support to severely/profoundly handicapped.	
	<u>How:</u>	Knowledge of appropriate toys, games, etc.	
	1. By selecting toys that promote auditory visual, and kinesthetic senses.	Ability to involve children in play activities.	
	2. By maintaining appropriate safety conditions during play	Knowledge of and ability to maintain safety conditions.	
	3. By promoting play, interaction and mutual support through use of 'games' or 'projects' block building, catch etc.	Knowledge of developmental skills acquired through play, interaction.	
	4. By providing modeling behavior for child to imitate.	<u>Secondary Skills</u>	
	5. By providing adequate time each day for play and rest periods.	Ability to design and make games, toys, mobiles, etc.	

Task Analysis Sheet - Paraprofessionals Working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
Assists students in developing ability provide own toiletting and sexual hygiene.	<u>Where:</u> In bathroom. <u>How:</u> 1. Determines readiness for self toiletting by preparing frequency tables for wetting and soiling. 2. At appropriate times takes child to bathroom. 3. Leads child through bathroom routine. 4. Gradually shifts responsibility to child and allows more independence in bathroom routine. 5. Eventually stands by while child assumes responsibility for bathroom routine. 6. Provides assistance and praise as needed. 7. Reviews process to determine why not succeeding.	Knowledge of age appropriate behavior in toilet training. Knowledge of toilet training techniques. Ability to determine readiness. Ability to monitor bathroom routines. Ability to maintain intake and elimination records. Ability to provide praise. <u>Secondary Skills</u>	

Task Analysis Sheet - Paraprofessionals working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
Charts student progress in pre-scribed areas or appropriate forms.	<u>Where:</u> Appropriate <u>How:</u> 1. By knowing what information is to be recorded on charts i.e., toileting habits self-feeding, etc. 2. By careful observation and mental notations. 3. By keeping pen/pad nearby to record necessary information. 4. By transferring information to data sheets at appropriate times. 5. By making careful entries on data sheets to assure accurate tracking.	Ability to observe. Knowledge of data collection forms. Ability to 'hold' information mentally until able to record. Ability to record information on data sheets - graphs., <u>Secondary Skills</u> Ability to type.	

Task Analysis Sheet - Paraprofessionals working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
Utilizes behavioral procedures in observing and recording student behaviors.	<u>Where:</u> In the classroom or other specific location. <u>How:</u> - Carefully observes behavior to be noted. - Has data sheet and writing instrument handy. - Is particularly aware of time intervals, specific movements, and other details to be noted. - Records information accurately. - Uses behavioral language in reporting.	Knowledge of behavioral language. Ability to write behavioral statements. Ability to observe carefully. Ability to time movements, identify sequences, and record accurately. Knowledge of data sheet information required. Ability to use timed measurements, stop watch, or other instruments if required. <u>Secondary Skills</u>	Accuracy Neatness

Task Analysis Sheet - Paraprofessionals working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
Identifies and deals with maladaptive behaviors.	<u>Where:</u> Classroom <u>How:</u> 1. By careful observation of pupil's behavior. 2. By labeling behavior according to specified conditions. 3. By noting conditions under which behavior most often arises. 4. By determining appropriate intervention and deterrent response (changing tasks). 5. Return to task as soon as maladaptive behavior ceases. 6. Make appropriate notations for records.	Knowledge of maladaptive behaviors - what they are. Ability to intervene according to specified program action. Knowledge of appropriate staff behavior during interaction process. Ability to keep notes in need until they can be recorded. <u>Secondary Skills</u>	Sound judgement Ability to act decisively

Task Analysis Sheet - Paraprofessionals working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
Implements prescriptive curriculum program for students.	<u>Where:</u> In classroom setting.	Knowledge of prescriptive program goals, objectives, and means of achieving.	Patience Empathetic
	<u>How:</u> 1. Attends curriculum meetings with staff. 2. Reads curriculum program and is thoroughly familiar with process. 3. Introduces program to student in a supportive, reassuring manner. 4. Follows instructions carefully. 5. Begins and ends sequence with definitive actions/ words so as not to confuse student. 6. Bridges to next activity at end of sequence.	Knowledge of expected responses from students. Ability to illicit responses from students. Ability to communicate with student - especially to provide praise, reassurance, etc. Ability to follow instructions carefully. <u>Secondary Skills</u> Knowledge of similar programs and experience in implementing them.	Calm Good judgement

Task Analysis Sheet - Paraprofessionals Working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
36		Ability to determine appropriate beginning and ending times.	37
		Ability to speak clearly concisely in language form understood by children.	

Task Analysis Sheet - Paraprofessionals Working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
Monitors effectiveness of prescriptive curriculum and modifies accordingly.	<u>Where:</u> In the educational setting. <u>How:</u> 1. Keeps up to date records on student progress. 2. Reports problems or difficulties to appropriate staff. 3. Compares results with baseline data. 4. Implements suggested modifications as necessary and appropriate.	Ability to determine when program is not working. Ability to detect specific problems. Knowledge of expected results and time needed to achieve. <u>Secondary Skills</u>	

Task Analysis Sheet - Paraprofessionals Working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
Uses standardized tests for pupil assessment.	<u>Where:</u> At the facility.	Knowledge of standardized tests - purpose for measuring	Patience
	<u>How:</u>		Sincerety
	1. Familiarize self with test beforehand.	Ability to follow directions carefully.	Sound judgement
	2. One-to-one basis.	Ability to establish and maintain atmosphere conducive to administering test.	
	3. Reads instructions carefully.	Ability to observe and record carefully.	
	4. Elicits cooperation from pupil.	Knowledge of appropriate 'reward' responses and ability to offer praise, encouragement.	
	5. Records results accurately.		
	6. Offers praise and reassurance frequently.		
	<u>Who:</u>	<u>Secondary Skills</u>	
	Supervising Teacher.	Experience in taking and or administering standardized tests.	
	<u>What:</u>		
	Testing instrument, writing utensil, score sheet, test instructions.		

Task Analysis Sheet - Paraprofessionals working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
Analyzes tasks to plan for training child.	Where: Wherever planning occurs.	Ability to isolate and analyze tasks.	Analytical mind.
	How: 1. Select discrete tasks for which students will be trained. I.e., brush teeth, put on clothes, etc. 2. Break down each task in separate activities. 3. Sequence activities. 4. Attempt to perform activity as stated in sequence. 5. Modify if necessary. 6. Review for language modifications. 7. Develop task chart.	Ability to utilize language appropriate for trainee. Knowledge of task analysis process. <u>Secondary Skills</u> Experience in doing task analysis.	

Task Analysis Sheet - Paraprofessionals working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
Reports to parents in writing and verbally pupil's progress.	<u>Where:</u> School, home or elsewhere. <u>How:</u> 1. Records student progress at regular intervals in record book 2. Sends messages home daily in writing, if appropriate. 3. Determines with other staff information to be reported - - eating schedules - activities - toileting and personal care progress - participation, general attitude, etc. 4. Encourages parents comments and feedback. 5. Provides careful explanations in language parents can understand.	Ability to record progress accurately. Ability to provide informative, accurate, helpful, interesting reports. Knowledge of parent's concerns about child. Ability to provide encouragement, support. Ability to deliver information in straight-forward manner. Ability to handle questions from parents. <u>Secondary Skills</u>	Friendly Cheerful

Task Analysis Sheet - Paraprofessionals working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
Develops reinforcement activities geared to home situation for pupils	<u>Where:</u> Not specific - preparation room, parents home, classroom, etc.	Ability to structure simple exercises to achieve a specific objective.	Initiative
	<u>How:</u>	Ability to explain/demonstrate clearly.	Judgement
	1. Develops activities with clear objectives	Knowledge of common materials which might be employed to facilitate activity.	Good communication skills.
	2. Plans presentation to parents.		
	3. Demonstrates how to perform.	Knowledge of expected outcomes.	
	4. Suggests needed material provides if appropriate.	Ability to work well with parents.	
	5. Explains desired outcomes.	<u>Secondary Skills</u>	
	6. Practices with parents when appropriate	Art skills	
	<u>Who:</u>		
	Supervising teacher, therapist.		

Task Analysis Sheet - Paraprofessionals Working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
Conducts home visits	<u>Where:</u> At home of student.	Knowledge of community location of homes.	Courteous
	<u>How:</u> 1. Makes specific appointment. 2. Arrives on time. 3. Remains cheerful and at ease. 4. Explains purpose of visit. 5. Entertains question and answers theme. 6. Determines "course of action" or appropriate follow up. 7. Avoids rushing or other 'unprepared behaviors'. 8. Leaves on a 'high note'.	Ability to make schedule and keep to it. Ability to discuss problems, difficult matters, etc. in a calm way to work toward resolution. Knowledge of family's life style. Ability to summarize discussions. <u>Secondary Skills</u> Knowledge of language spoken in home.	Well Organized

Task Analysis Sheet - Paraprofessionals Working with Severely and Profoundly Handicapped Children

Activity	Conditions	Primary Skills	Desired Qualities
Coordinates home-school efforts to insure effective educational programming.	<u>Where:</u> In School.	Knowledge of educational policies.	Awareness
	<u>How:</u>	Knowledge of common practices carried out in school/community.	
	1. Determines how to conduct self according to policies regarding parent/school relations.	Ability to establish open relationships with peers, supervisors, and parents.	
	2. Maintains open/relationships with parents.	Ability to organize meetings, schedule home visits, etc.	
	3. Sets up parent meetings, home visits, etc. on regularly scheduled basis.	Knowledge of supportive services available to parent and child in community.	
	4. Coordinates where possible supportive services to parents.	Ability to play advocacy role for children.	
	5. Acts as an advocate for child's interests.		

Task Analysis for Paraprofessionals working in "mainstream" classrooms.

This sample task analysis was developed by Mary Beth Fafard, Ph. D. and first appeared in the prior New Careers Training Laboratory publication The Training and Utilization of Paraprofessionals in Special Education: Present Status and Future Prospects (NCTL 1974.)

A task analysis was done to provide an example of the kind of breakdown in staff patterning that can take place to provide the handicapped child with the most extensive services. The viewpoint kept in mind was the "mainstreaming" handicapped children into regular classrooms, as well as consideration of handicapped children in self-contained special classrooms.

TASK ANALYSIS CHARTS

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	RELATED KNOWLEDGE
GROSS MOTOR DEVELOPMENT FOR HANDICAPPED* CHILDREN: the development and awareness of large muscle activity. Exercises in the following: Rolling Sitting Crawling Walking Running Throwing Jumping Skipping Self-Identification Body Localization and Abstraction Muscular Strength General Physical Health *Handicapped Children meaning: Mentally Retarded Emotionally Disturbed Minimally Brain Dysfunction/ Learning Disability Visually Handicapped Hearing Impaired	<u>Where</u> in the gym in the playground in a large free area of the classroom outdoors in the home <u>When</u> daily according to the child's needs and classroom routine <u>How</u> 1. set up necessary equipment for the specific exercise 2. check child/children for proper attire for exercise 3. demonstrate exercise 4. give specific instructions to child/children. Ex., for rolling: "Lie down on mat, with your feet together and hands over your head. Roll over slowly to the right. Roll back to the left." 5. allow ample time to attempt exercise 6. observe child; note errors; give instructions for correcting errors 7. repeat exercise <u>Who</u> Special Education Teacher (resource to paraprofessional of special education, regular teacher, regular paraprofessional) Paraprofessional of Special Education (resource to regular paraprofessional and regular teacher)	<u>Who</u> Special Education Teacher is responsible for evaluation. 1. demonstrate exercise accurately 2. direct exercise clearly and slowly 3. set up equipment correctly 4. use equipment properly and with discretion 5. check child for proper attire 6. maintain accurate notes on child's progress 7. recognize child's errors in doing activity 8. demonstrate a responsiveness to child's level of attention, fatigue, frustration tolerance 9. exhibit sensitivity to child's handicap and level of comprehension of the exercise	Speak clearly and well Read and write Physically capable of doing exercises Know equipment and how to use it	1. knowledge of gross motor development in children: a. sequence b. relation to classroom activity c. relation to overall development of child 2. knowledge of gross motor development in handicapped children: a. sequence b. relation to classroom activity c. relation to overall development of child 3. knowledge of handicapped child's needs: a. the handicap and its significance to gross motor development b. social c. psychological d. physical e. educational f. environmental g. parental 4. knowledge of the history of the handicapped child 5. observation techniques 6. knowledge of special programs in gross motor development training designed for handicapped children 7. knowledge of tests available to determine level of abilities in gross motor development 8. knowledge of medical and educational terminology as it deals with gross motor development of handicapped children 9. able to run videotape equipment and other audiovisual equipment that might be utilized during exercise 10. able to organize exercise and use materials effectively

DESIRABLE SKILLS	REGULAR TEACHER	SP.ED. TEACHER	PARAPROFESSIONAL OF SP. ED.	PARAPROFESSIONAL (entry level)
1. relate well with children 2. patience and flexibility 3. exercise good judgment as to child's needs 4. pleasant and enthusiastic 5. imaginative in use of equipment 6. extend and adapt exercise to meet child's needs 7. able to set up a climate conducive to learning	<u>Must know</u> 1. gross motor development in children 2. how to do each exercise 3. observation techniques 4. history of the handicapped child and his needs 5. gross motor development in handicapped children <u>Must be able to</u> 1. determine handicapped child in need of specialized help 2. refer to sp.ed. teacher and/or sp. ed. paraprofessional child in need of specialized help 3. observe and note quality of exercise 4. organize time, materials, exercise effectively	<u>Resource personnel who should have:</u> <u>all</u> primary skills <u>all</u> related skills <u>all</u> desirable skills	<u>Must know</u> 1. gross motor development in handicapped children 2. needs of handicapped child 3. observation techniques 4. specialized material, equipment for gross motor development <u>Must be able to</u> 1. set up equipment 2. demonstrate and instruct exercise 3. organize time, materials, and exercise effectively 4. note errors in child's attempt at exercise 5. maintain accurate notes on child's progress 6. run video-tape and other audio-visual equipment utilized in gross motor development exercise 7. work with regular teacher and special education teacher in effective programs of gross motor development for handicapped children	<u>At entry level should have:</u> <u>all</u> primary skills

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	RELATED KNOWLEDGE
SELF-CARE PROGRAM FOR HANDICAPPED CHILDREN: training and development in caring for one's self which includes activities in the following : Dressing Feeding Cleansing Grooming Nutrition Social Manners * Handicapped Children meaning : Trainable Mentally Retarded Emotionally Disturbed Orthopedically Handicapped Visually Impaired Auditorily Impaired Severely Handicapped This program would be given to those handicapped children who are in need of this level of training	<u>Where</u> in a quiet, private area of classroom in the home in areas of the community when appropriate in the school nurse's office in home economics class (when/if available) <u>When</u> daily according to child's needs and classroom routine <u>How</u> 1. set up necessary equipment for specific activity 2. demonstrate, role play, formal lesson, game situation, play situation, party situation 3. give specific directions to child 4. speak clearly and slowly 5. allow ample time to attempt activity 6. observe and note child's behavior and progress 7. encourage acceptable behavior <u>Who</u> Special Education Teacher (resource to regular teacher, paraprofessional of special education, and regular paraprofessional) Paraprofessional of Special Education (resource to regular teacher and regular paraprofessional)	<u>Who</u> Special Education Teacher is responsible for evaluation. 1. demonstrate activity accurately 2. direct exercise clearly and slowly 3. set up equipment properly and with discretion 4. maintain accurate notes on child's progress 5. recognize child's errors in doing activity 6. demonstrate a responsiveness to child's level of attention, fatigue, frustration tolerance 7. use best technique for activity 8. give supportive encouragement to child on his progress 9. exhibit sensitivity to child's handicap and level of comprehension of the exercise	Speak clearly and well Communicate with children Read and write Aware of self-care skills	1. knowledge of self-care program a. goals b. relationship to classroom activities c. purpose for the child 2. knowledge of handicapped child's needs a. social b. psychological c. physical d. educational e. parental f. environmental 3. observation technique 4. knowledge of the community and home 5. knowledge of special testing programs designed to measure social maturity and level of self-care of handicapped children 6. knowledge of specialized programs and materials put out by commercial companies for handicapped children 7. knowledge of child's case history 8. knowledge of psychological terminology as it applies to child's social development and behavior 9. organize time, lesson, etc. effectively 10. able to run videotape and other audiovisual equipment

DESIRABLE SKILLS	REGULAR TEACHER	SP.ED.TEACHER	PARAPROFESSIONAL OF SP. ED.	PARAPROFESSIONAL (entry level)
1. relate well with children	<u>Must know</u> 1. self-care skills in children	Resource personnel who should have:	<u>Must know</u> 1. self-care activities for handicapped children	At entry level should have:
2. patience and flexibility	2. observation techniques	<u>all</u> primary skills	2. needs of handicapped child	<u>all</u> primary skills
3. exercise good judgment as to child's needs	3. history of the handicapped child	<u>all</u> related skills	3. observation techniques	
4. pleasant and enthusiastic	4. how to do activities	<u>all</u> desirable skills	4. specialized material, equipment for self-care activities	
5. imaginative and adaptive in use of materials	<u>Must be able to</u> 1. determine handicapped child in need of specialized help		5. role-play techniques	
6. able to set up a climate conducive to learning	2. refer to sp.ed. teacher and or sp.ed. paraprofessional child in need of specialized help		6. community and surrounding environment	
	3. observe and note quality of exercise		<u>Must be able to</u> 1. select and set up appropriate equipment	
	4. organize time, materials, exercise effectively		2. demonstrate and instruct activity	
	5. confer with parents on child's progress and activities to do at home		3. organize time, materials, and exercise effectively	
			4. note errors in child's attempts	
			5. maintain accurate notes on child's progress	
			6. run video-tape and other audiovisual equipment utilized in self-care activities	
			7. use variety of techniques, materials for self-care training	
			8. work with regular teacher and special education teacher in effective programs of self-care for handicapped children	

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	RELATED KNOWLEDGE
SOCIAL SKILLS PROGRAM FOR HANDICAPPED CHILDREN: training and developing of social skills which include activities that result in the following: 1. getting along with one's peers 2. adjusting to school and community 3. assuming personal and social responsibilities 4. assuming responsibilities in the home *Handicapped Children meaning: Educable Mentally Retarded Learning Disabled Visually Impaired Auditorily Impaired Speech Impaired Emotionally Disturbed Orthopedically Impaired	<u>Where</u> in the classroom in the home in designated areas of the school in designated areas of the community <u>When</u> daily according to child's needs <u>How</u> 1. individually or small group 2. formal lesson, role play, demonstrate, game situation, play situation, films, discussions, buddy system, Youth-Tutoring-Youth, class project, stories, home project, assigned classroom and home duties, spontaneous happening, trip, party situation, parent consultation 3. select method, set up necessary equipment for activity 4. give specific directions to child 5. speak clearly and slowly 6. allow ample time to attempt the activity 7. observe and note child's behavior and progress 8. encourage acceptable behavior <u>Who</u> Special Education Teacher (resource to regular teacher, paraprofessional of special education, and regular paraprofessional) Paraprofessional of Special Education (resource to regular teacher and regular paraprofessional) Parent of the Handicapped Child Youth in the School and Community	<u>Who</u> Special Education Teacher is responsible for evaluation 1. demonstrate activity accurately 2. direct exercise clearly and slowly 3. set up equipment properly and with discretion 4. select best technique for activity 5. maintain accurate notes on child's errors in doing the activity 6. recognize child's errors in doing the activity 7. demonstrate a responsiveness to child's level of attention, fatigue, frustration, tolerance 8. give supportive encouragement to child on his progress 9. exhibit sensitivity to child's handicap and level of comprehension of the exercise	Speak clearly and well Communicate with children Read and write Aware of social skills	1. knowledge of social skills program a. goals b. relationship to classroom activities c. purpose for the child 2. knowledge of the handicapped child's needs a. social b. psychological c. physical d. educational e. educational f. parental g. environmental 3. observation technique: 4. knowledge of the home and community 5. knowledge of special testing programs designed to measure social skills and maturity of handicapped children 6. knowledge of specialized programs and materials put out by commercial companies for handicapped children 7. knowledge of child's case history 8. knowledge of psychological terminology as it applies to child's social development and behavior 9. organize time, lesson etc. 10. able to run videotape and other audiovisual equipment 11. consulting techniques 12. knowledge of program design 13. knowledge of test design 14. knowledge of Youth-Tutoring-Youth model 15. knowledge of group process and group techniques 16. knowledge of social development in children

DESIRABLE SKILLS	REGULAR TEACHER	SP.ED. TEACHER	PARAPROFESSIONAL OF SP. ED.	PARAPROFESSIONAL (entry level)
1. relate well with children	<u>Must know</u> 1. social development in children	Resource personnel who <u>should have</u> :	<u>Must know</u> 1. social skill activities for handicapped children	At entry level <u>should have</u> :
2. patience and flexibility	2. social skills	<u>all primary skills</u>	2. needs of handicapped child	<u>all primary skills</u>
3. exercise good judgment as to child's needs	3. history of the handicapped child	<u>all related skills</u>	3. observation techniques	
4. pleasant and enthusiastic	4. consultation techniques	<u>all desirable skills</u>	4. specialized material, equipment for social skill activities	
5. imaginative and adaptive in use of materials, techniques	5. how to do activities		5. role-play techniques, group techniques	
6. able to set up a climate conducive to learning	<u>Must be able to</u> 1. determine handicapped child in need of specialized help		6. community and surrounding environment	
	2. refer to sp.ed. teacher and/or sp.ed. paraprofessional child in need of specialized help		<u>Must be able to</u> 1. select and set up appropriate equipment	
	3. observe and note quality of exercise		2. demonstrate and instruct activity	
	4. organize time, materials, exercises effectively		3. organize time, materials, and exercise effectively	
	5. confer with parents on child's progress and activities to do at home		4. note errors in child's attempts	
	6. work with paraprofessionals and sp.ed. teacher in effective programs for handicapped children		5. maintain accurate notes on child's progress	
			6. run video-tape and other audiovisual equipment utilized in social skills	
			7. work with regular teacher and special education teacher in effective programs of social skills for handicapped children	
			8. set up a Youth-Tutoring-Youth program	
			9. confer with parents	

Career Ladders and Lattices

The surveys in 1974 and 1977, on-site visits, and regional conferences conducted by New Careers Training Laboratory have all indicated that very few states and LEAs have developed career ladders for paraprofessionals working in special education programs in public schools.

Meetings and conversations with representatives of LEAs, SEAs, and IHEs have indicated, that the lack of clearly defined job descriptions and the lack of opportunity for career development and mobility have created problems in the recruiting and maintaining of skilled trained paraprofessionals in special education.

This lack has also made it difficult to a) develop a needs assessment to determine the number of paraprofessionals needed to provide services for all handicapped children and adults; b) determine the competencies required for those working in special education, and, therefore, to develop both pre- and inservice training programs for paraprofessionals in special education; and c) has in some instances contributed to a lack of understanding of the differentiation of the roles and responsibility between teachers and teacher assistants. This latter problem can and in fact does lead to an ineffective use of personnel.

In the 1974 NCTL publication, "The Utilization and Training of Paraprofessionals in Special Education: Present Status, Future Prospects", a possible design for a career ladder was presented.

The components were:

Career Ladder

The following is an example of the way training, skills in specific activities, and college courses can be placed on a gradient to implement a career advancement plan for para-professionals in special education. The career ladder shows the steps to be taken from Special Education Assistant to the final stage of Special Education Teacher. A few activities were selected to demonstrate the hierarchy of skills needed in moving up the career ladder. One should keep in mind that these activities are only a small representattion of the activities that would be required by the paraprofessional on the job. Indeed, as more job descriptions are formed, more specific career ladders can be designed to show mobility.

CAREER LADDER
for
PARAPROFESSIONALS IN SPECIAL EDUCATION

CAREER LADDER STEP I

Job Title: SPECIAL EDUCATION ASSISTANT

Entry Requirements:

Applicant must have previous experience as a teacher aide to a regular teacher and in-service training consisting of 1 course in Introduction to Exceptional Children and 1 course in Classroom/Behavior Management.

General Requirements:

The Special Education Assistant provides assistance to the special education teacher in the areas of instruction, recreation, classroom organization and maintenance, record keeping, physical care of children, and home/community relations. All activities are performed at the direction and under the supervision of the special education teacher. The Special Education Assistant assumes responsibility for maximum participation in the academic and training program which is integral to the goal of improving the quality of education.

Specific Description of Duties:

1. Assist the classroom teaching by reviewing and reinforcing lessons initiated by the classroom teacher with individual and small groups of children. Typical activities might include:
 - reading stories aloud
 - counting of objects
 - reinforcing recognition of the sounds of letters, etc.
2. Prepare instructional materials and assist in the setting up, operation, and maintenance of various instructional equipment and aids. Typical activities might include:
 - operating a ditto machine
 - preparing a health corner, mini-library, art center
 - setting up gross motor equipment

SPECIAL EDUCATION ASSISTANT (cont'd.)

3. Assist the teacher in necessary clerical work, e.g., daily attendance book, pupil records, anecdotal histories, office records.
4. Participate in weekly and long-range planning with the teacher on specific programs for individual children. Such planning may include:
 - observation of particular children in a specific area
 - activities in a particular sensory and/or perceptual area for a particular child/children
 - utilizing particular talents for the benefit of instruction of children
5. Supervise a small group of children or an individual child in a specialized program while the teacher works with another child or a group of children. This may include:
 - particular activities of Stern math program
 - gross motor exercises
 - tape recording of reading
6. Assist in implementing classroom routines such as storing materials and aids.
7. Maintain open communication with parents of children and other residents and personnel in schools.
8. Perform other related duties as required at the request of the classroom teacher.

Supervisory Control:

The Special Education Assistant is directly responsible to the classroom teacher for the conduct and implementation of the above activities. The Special Education Supervisor and/or principal of the school have ultimate responsibility for the conduct and implementation of all activities of a school program.

SPECIAL EDUCATION ASSISTANT (cont'd.)

Evaluation Criteria:

Evaluation should be based on direct observation, conferences, and written summaries. A school district could possibly draw up a formal evaluation form or leave the written summary to the teacher. The evaluation should be done by the teacher, supervisor, and principal, if possible. Progress should be given weekly and a formal written summary quarterly.

Advancement Criteria:

Advancement to the position of SPECIAL EDUCATION ASSOCIATE is dependent on the following:

- 1 year of in-service training
- 1 year of accredited college work
- 1 semester of supervised work in a special classroom
- demonstrated commitment, empathy, and expertise in working with children.

CAREER LADDER STEP II

Job Title: SPECIAL EDUCATION ASSOCIATE

Entry Requirements:

Applicant must have 1 year of in-service training of which one semester must be in a special classroom. Also, 1 year of accredited college work with a major in special education.

General Requirements:

The Special Education Associate, while providing assistance to the special education teacher in the areas of instruction, although joint planning with the special education teacher also performs activities independently with children.

Specific Description of Duties:

1. Assist the classroom teacher by reviewing and reinforcing lessons initiated by the classroom teacher with individual and small groups of children.
2. Participate in weekly, daily, and long-range planning with the teacher on specific programs for individual children. Planning determines aspects of the program that can be carried out independently.
3. Instruct a small group of children or an individual child in a particular lesson outlined by the special education teacher, or in a particular specialized program (i.e., lesson in Distar, SRA, etc.). Examples of such activities are:
 - initiate and instruct in an art lesson
 - conduct a formal lesson in Stern math, SRA
 - work on a self-care skill with a child
4. Assist the special education teacher in a resource room model in the delivery of educational instructional services to handicapped children who have been "mainstreamed."
5. Design instructional materials that could be included in particular individual programs of handicapped children. Examples would include games, ditto sheets, stories.

SPECIAL EDUCATION ASSOCIATE (cont'd.)

6. Demonstrate to parents of handicapped children activities that can be done with their children at home.
7. Maintain communication with parents of children and other residents and personnel in schools.
8. Perform other related duties as required at the request of the classroom teacher.

Supervisory Control :

The Special Education Associate is directly responsible to the special education teacher for the conduct and implementation of the above activities. The director of special education and/or principal of the school/district have the ultimate responsibility for the conduct and implementation of all activities of a school program.

Evaluation Criteria :

Evaluation should be based on direct observation, conferences, and written summaries. A formal evaluation could be utilized to assess the skills and performance of the Special Education Associate. The evaluation should be done by the teacher, supervisory, and/or principal. Progress should be given weekly and a formal summary quarterly.

Advancement Criteria :

Advancement to the position of SPECIAL EDUCATION TECHNICIAN is dependent on the following:

- 2 years of in-service training
- 2 years of accredited college work or an Associate Degree in special education
- demonstrated commitment, empathy, and expertise in working with handicapped children.

CAREER LADDER STEP III

Job Title : SPECIAL EDUCATION TECHNICIAN

Entry Requirements:

Applicant must have an Associate degree in special education or two years of college work. In addition, two years of in-service training, one of which must have been in a special class with handicapped children.

General Requirements:

The Special Education Technician works and plans jointly with the special education teacher; designs and instructs independently; but receives technical assistance from the special education teacher. The Special Education Technician is responsible for taking part in seminars and special demonstrations that will further the attainment of skills in special education.

Specific Description of Duties:

1. Plan individual programs for handicapped children specified by the special education teacher in a particular instructional area.
2. Select a particular area of the curriculum and assume responsibility for the instruction of that area to children in the class.
3. Assist the special education teacher in conducting workshops and seminars in special education for regular teachers, parents, and other personnel.
4. Participate in special workshops and seminars that will lead to the attainment of skills in a specialized area (i.e., Monterey Language Program, Distar, Peabody Language Program).
5. Plan and design the instructional program for children in the class with the special education teacher on a weekly and long-range basis.
6. Demonstrate activities to parents of handicapped children that could be carried out at home.
7. Attend and participate in conferences and meetings on progress of individual children.
8. Deliver instructional services to handicapped children who have been "mainstreamed."

SPECIAL EDUCATION TECHNICIAN (cont'd.)

Supervisory Control:

The Special Education Technician is under the supervision of the special education teacher and the supervisor of special education. Ultimately, all instruction of handicapped children comes under the responsibility of the director of special education and/or the principal of the school.

Evaluation Criteria:

A written formal evaluation provided by the supervisor of special education and the special education teacher. At weekly planning meetings informal evaluation should take place as well.

Advancement Criteria:

Advancement to the position of SPECIAL EDUCATION INTERN is dependent on the following:

- 3 years of in-service training
- 3 years of accredited college work, or an Associate Degree in special education plus 1 year of college work
- demonstrated commitment, empathy, and expertise in working with handicapped children.

CAREER LADDER STEP IV

Job Title: SPECIAL EDUCATION INTERN

Entry Requirements:

Applicant must have three years of college work and two years of in-service training, two of which must have been in special education.

General Requirements:

The Special Education Intern is responsible for designing a unit of instruction and instructing a group of children or the entire class of children. All technical assistance and final approval of program planned for handicapped children is obtained from the special education teacher. The Special Education Intern is responsible for taking part in seminars and special demonstrations that will further the attainment of skills in special education.

Specific Description of Duties:

1. Design and instruct a unit of instruction for a group or entire class of handicapped children. Program receives approval from special education teacher.
2. Assist the special education teacher in conducting workshops and seminars in special education for regular teachers, parents, and other personnel.
3. Participate in and attend conferences, team meetings, and school functions on handicapped children.
4. Conduct progress meetings with parents of handicapped children.
5. Deliver instructional services to handicapped children who have been "mainstreamed." Design the unit of instruction for these children with final approval from special education teacher.
6. Give in-service instruction to paraprofessionals interested in special education programs.
7. Attend special seminars that will lead to the attainment of skills in a specialized area (e.g., Monterey Language Program, Distar, Peabody Language Program).

SPECIAL EDUCATION INTERN (cont'd.)

Supervisory Control :

The Special Education Intern is directly responsible to the special education teacher and/or the special education director or supervisor.

Evaluation Criteria :

A formal, written evaluation should be done once a month. The evaluation should be based on direct observation of teaching performance, attendance at meetings, and participation in seminars.

Advancement Criteria:

Advancement to the position of SPECIAL EDUCATION TEACHER is dependent on the following:

- 4 years of in-service training
- a college degree and a Master's Degree in special education.

CAREER LADDER STEP V

Job Title: SPECIAL EDUCATION TEACHER

Entry Requirements:

Applicant must have a Bachelor's Degree and a Master's Degree in special education.

General Requirements:

The Special Education Teacher assumes responsibility for the special education program to which she/he is assigned.

In 1975, a study was undertaken of several career ladders developed by the Career Opportunities Program (Dory, Frances, J., Career Ladders and Lattices, COP Bulletin 2, 1975).

"COP was established as a national priority under the Educations Professions Act of 1967. From its inception in 1969, COP had a dual responsibility a) to improve educational opportunities for low-income persons by providing a work/study program leading to professional credentialling; and b) of reorganizing the local education delivery system so that all its personnel would be utilized more effectively."

The lattice structures were as varied as the same 150 projects themselves. Some had only three career advancement steps and others as many as six or seven. The common denominator for all was that they required the involvement of state and local education agencies, institutions of higher education and community groups.

Several career lattices, job descriptions, work training programs and evaluation designs detailed by Dory.

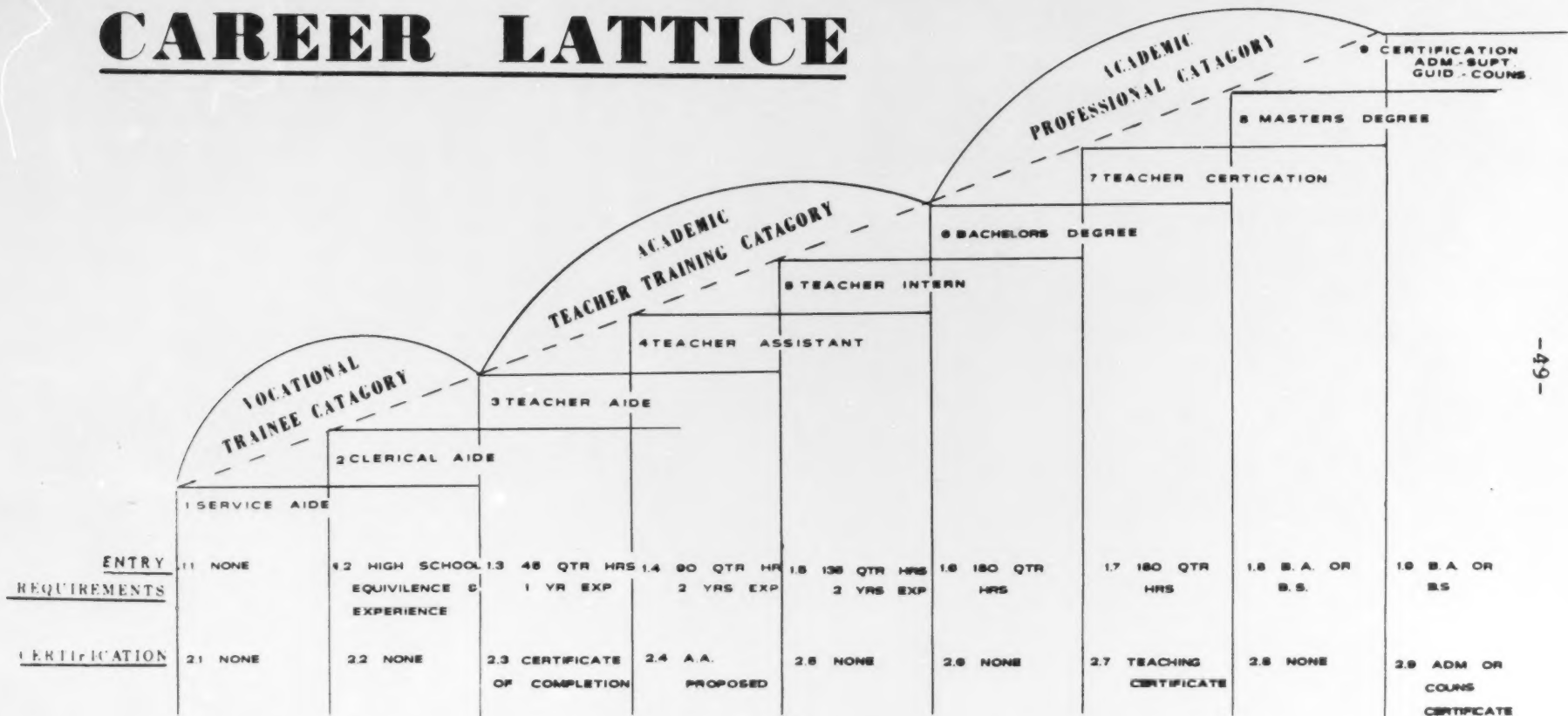
One of the Career Ladders/Lattices discussed is presented here. It is the San Juan School District - Blanding, Utah. This career ladder illustrates a broad range of employment, training and mobility opportunities. (Page 13, COP Bulletin 2).

San Juan School District
Blanding, Utah

This career ladder design is expanded beyond the usual four- or five-step ladder to illustrate a very broad range of employment, training, and mobility opportunities.

San Juan School District
Blanding, Utah

CAREER LATTICE



In addition to career ladders within the traditional education system other possibilities that could be developed are:

- a) child advocates trained to meet the specific demands of PL 94-142 for outreach and advocacy,
- b) parent trainers to help parents better understand theirs and their child's rights under PL 94-142 as well as their role in the development of the IEP's and home training,
- c) volunteer coordinators and trainers and
- d) a series for child care group workers to meet the growing demands and pressures being placed on local communities as more and more persons are being returned to regional centers, group homes, and foster care centers. The latter would be an ideal system for re-training and placement of staffs being displaced in large institutions.

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